

FEB 1944
MASTER FILE

THE

DANA HALL

BULLETIN



FEBRUARY 1944
WELLESLEY MASSACHUSETTS



Digitized by the Internet Archive
in 2014

<https://archive.org/details/danahallbulletin1944dana>

THE DANA HALL SCHOOLS

HELEN TEMPLE COOKE

Head

PINE MANOR JUNIOR COLLEGE

MRS. MARIE WARREN POTTER

President

DANA HALL

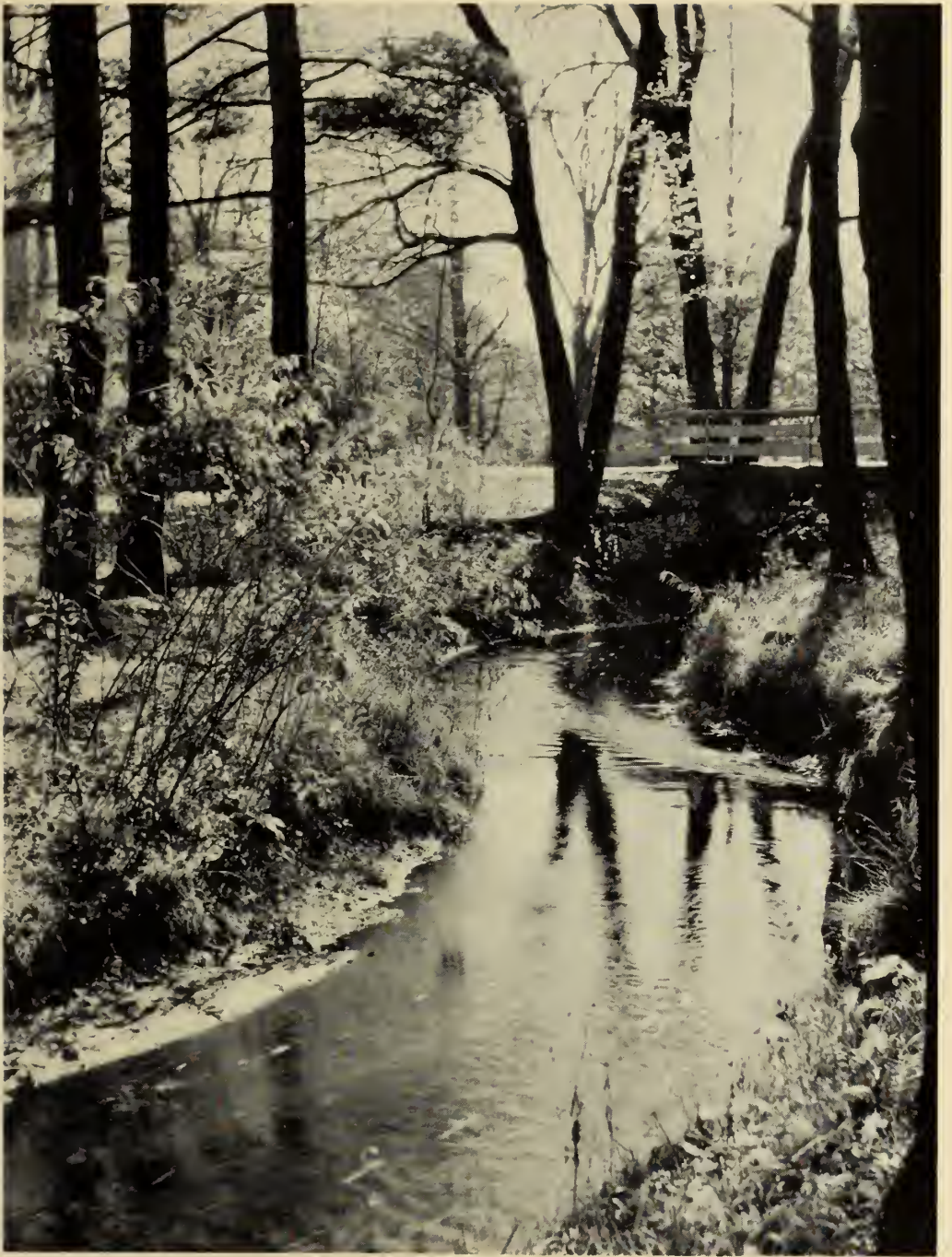
MRS. ALNAH JAMES JOHNSTON

Principal

TENACRE

MRS. MARJORIE DAVISON SHARP

Principal



THE BROOK PATH



BARDWELL AUDITORIUM

DANA HALL

FOUNDED IN 1881

Sixty-fourth Year
1944-1945

THE DANA HALL BULLETIN

VOLUME 6

FEBRUARY 1944

NUMBER 1

Published in February, March, May, July, and November (2 issues) by the Dana Hall School. Entered as second class matter, February 17, 1939 at the post office at Boston, Massachusetts, under the Act of August 24, 1912. Publication and Editorial Offices: Wellesley, Massachusetts.

WELLESLEY, MASSACHUSETTS

Calendar

1944-1945

| | |
|------------------------|---|
| September 14-15 | *Registration |
| September 14, Thursday | Old resident students register before 6:00 P.M. |
| September 15, Friday | New students and non-resident students register before 4:00 P.M. |
| September 18, Monday | Classes begin. |
| November 22, Wednesday | Thanksgiving holiday from Wednesday at 3:00 P.M. to Thursday at 8:00 P.M. |
| December 13, Wednesday | Christmas vacation begins at noon. |
| January 3, Wednesday | Resident students should register before 6:00 P.M. |
| January 4, Thursday | School reopens. |
| March 23, Friday | Spring vacation begins at noon. |
| April 3, Tuesday | Resident students should register before 6:00 P.M. |
| April 4, Wednesday | School reopens. |
| June 5, Tuesday | Commencement at 11:00 A.M. |

*Students should not arrive prior to the specified date.

Note: This is the normal calendar for the year. It must, however, be considered subject to change because of war conditions. Notification of any such changes will be announced to patrons as promptly as possible.

The Dana Hall Schools

IN November 1938, the Dana Hall Schools: Pine Manor, Dana Hall, and Tenacre, were reorganized under the laws of Massachusetts as a non-profit-making institution.

BOARD OF TRUSTEES

| | |
|---|-------------------------|
| MISS HELEN TEMPLE COOKE | Wellesley |
| MISS ADELE LATHROP | Wellesley |
| MISS MILDRED H. McAFEE | Wellesley |
| MR. EDMUND R. DEWING | Wellesley |
| MR. BENJAMIN W. GUERNSEY | Wellesley |
| REV. J. BURFORD PARRY | Wellesley |
| MRS. MILDRED HODGMAN MAHONEY (JOHN J.) Representative for Pine Manor | Watertown |
| MRS. ELLEN SAHLIN HARTSHORNE (RICHARD) Representative for Dana Hall | East Orange, New Jersey |
| MRS. KATHARINE WELLS FELTON (FREDERIC L.) Representative for Tenacre | Wellesley Hills |

OFFICERS

| | |
|---------------------------------------|-------------------------|
| President | MISS HELEN TEMPLE COOKE |
| Vice-President and Secretary. | MISS ADELE LATHROP |
| Treasurer | MR. GEORGE R. GUERNSEY |

Administrative Staff

HELEN TEMPLE COOKE, Head

| | |
|---|--|
| ALNAH JAMES JOHNSTON | Principal |
| <i>B.A. Wellesley College</i> | |
| KENNETH DIVEN | Director of Testing Program, Consulting Psychologist |
| <i>B.A. Reed College; M.A., Ph.D. Harvard University</i> | |
| KATHARINE W. MEISSNER | Testing |
| <i>B.A. Smith College</i> | |
| EDWINA PREBLE. | Director of the Sub-Collegiate Group |
| <i>Boston University and the Tuckerman School</i> | |
| KATHRYN V. LEONARD. | Director of the Non-Resident Pupils |
| <i>C.E. University of Chicago</i> | |
| JESSIE F. GILDERSLEEVE | Director of Permissions |
| MABELLE SEAWARD RIPLEY | Executive Assistant |
| HARRIET F. TILTON. | Alumnae Secretary |
| <i>B.A. Smith College; Katharine Gibbs School</i> | |
| GEORGE R. GUERNSEY | Treasurer |
| <i>B.S. Massachusetts Institute of Technology</i> | |
| DORIS C. ANDERSON | Assistant Treasurer |
| <i>B.S. Simmons College</i> | |
| DOROTHY STANLEY | Academic Secretary |
| <i>B.A. Smith College</i> | |
| SHIRLEY LATHAM | Secretary to the Principal |
| <i>B.S. University of Chicago; Katharine Gibbs School</i> | |
| MARY ANN WOOD | Secretarial Assistant to the Academic Secretary |
| <i>Katharine Gibbs School</i> | |
| JESSIE C. BROWN | Manager of the Bookstore |
| <i>Radcliffe College</i> | |
| ANTOINETTE LEE | Assistant in the Bookstore |
| <i>Dana Hall School; Pine Manor Junior College</i> | |
| VIRA B. FISKE, R.N. | Director of the Infirmary |
| <i>Massachusetts General Hospital</i> | |
| MARGARET WASHBURN STEIN, R.N. | Director of the Dispensary |
| <i>Wheaton College; Peter Bent Brigham Hospital</i> | |
| LAURA ELIZABETH SMITH | Assistant in the Dispensary |
| <i>Newton Hospital</i> | |

Faculty

| | |
|--------------------------------|---|
| PEPPINO MANGRAVITE | Director of Art Studio <i>Belle Arti, Italy</i> |
| RUTH CHANEY | Art <i>A.A. Kansas City Junior College; Art Studios, New York</i> |
| BREWER EDDY | Bible <i>B.A., M.A., Yale University; D.D., Wesleyan College</i> |
| EDWINA PREBLE. | Bible <i>Boston University and the Tuckerman School</i> |
| DORIS BARRETT | English <i>B.A., Wheaton College; M.A., Yale University</i> |
| ELEANOR BLAIR. | English <i>B.A., Wellesley College; M.A., Columbia University</i> |
| DORA FAULKNER | English <i>B.A., Dalhousie University; M.A., Dalhousie University; M.A., Columbia University</i> |
| MILDRED L. GRIMES | Bible and English <i>B.A., Radcliffe College</i> |
| WINIFRED L. POST | English <i>B.A., M.A., Radcliffe College</i> |
| JEANNE BRONDEL ALLEN | French <i>Brevet Supérieur, Lycée Jeanne d'Arc; Université de lettres de Clermont-Ferrand</i> |
| HELEN J. HUEBENER | French <i>B.A., Cornell University; Bryn Mawr College; Diplome d'Etudes Universitaire, the Sorbonne, Paris</i> |
| MAGDA POLLACZEK | French <i>B.A., Bryn Mawr College</i> |
| GABRIELLE VIARGUES | French <i>Brevet Supérieur, University of Paris</i> |
| CLARA BLATTNER | German <i>B.A., Wellesley College; University of Berlin</i> |
| AUGUSTA GOTTFRIED | History <i>B.A., Smith College; M.A., Columbia University</i> |

| | |
|--|----------------------------|
| HELEN HEDWIG KASLO | History |
| <i>B.A. Western College</i> | |
| ISABEL W. ROLLINS | History |
| <i>B.A., Smith College; M.A., Radcliffe College</i> | |
| MARGARET THERESA BULSON | Latin |
| <i>B.A., Radcliffe College; M.A., Columbia University</i> | |
| HARRIETTE STEELE | Latin |
| <i>B.A., Middlebury College; M.A., Radcliffe College</i> | |
| DRUCELIA MOOREHOUSE | Mathematics |
| <i>B.A., Wellesley College; M.A., University of Chicago</i> | |
| ESTHER PARSHLEY | Mathematics |
| <i>B.A., Wellesley College; M.A., Smith College</i> | |
| EUGENIA POWELL | Mathematics |
| <i>B.A., Wellesley College</i> | |
| MARGARET SHEPARD | Biology |
| <i>B.S., Elmira College; M.A., Mt. Holyoke College</i> | |
| CAROL S. SCOTT | Physics |
| <i>B.A. Wellesley College; M.A., Western Reserve University</i> | |
| EMERSON BLODGETT | Psychology |
| <i>B.A., Bates College; D.Ed., Harvard Graduate School of Education</i> | |
| JAMES ETMEKJIAN BAKER | Spanish |
| <i>B.A., M.A., Harvard University</i> | |
| ADELAIDE W. PATEY | Spanish |
| <i>B.A., M.A., State College of Washington; Diplome de l'Institut de Phonétique, the Sorbonne, Paris</i> | |
| LAURA HENRY | Piano and Organ |
| <i>Pianoforte with Helen Hopekirk; Organ with E. E. Truette of Boston, and Reginald Goss-Custard of London</i> | |
| STANLEY CHAPPLE | Choral Singing and Harmony |
| <i>London Academy of Music, London; Berlin</i> | |
| PERSIS COX | Piano |
| <i>Studied with Helen Hopekirk; Associate, London Academy of Music Teacher's Certificate under Stanley Chapple</i> | |

- GERTRUDE BELCHER Fundamentals of Music, Music Appreciation, Piano
*Studied piano with Anne Gilbreth Cross, Helen Hopekirk;
studied theory and musicianship with Lucina Jewell and Stanley Chapple*
- HELEN COATES Piano
*Studied with Marion Ralston, Rockford College; Heinrich Gebbard,
Boston, and Reginald Yarrow, London. Assistant to Heinrich Gebbard*
- SIBYL WEBB DOUGHERTY Voice
*Studied with Priscilla White, Boston; Institute of Musical Art, New York;
Conservatoire Americain, Fontainebleau; further study in Paris, Florence, Geneva*
- KATHARINE S. CONNING Piano
Dana Hall Graduate School of Music; studied with Helen Hopekirk and Lucina Jewell
- M. DENISE BACON Piano
Dana Hall School; Pine Manor Junior College
- FRANCES J. BROOKS Assistant Organist
Dana Hall School; Pine Manor Junior College
- HELEN AMES LAMEYER. Clothing and Textiles
B. A. Smith College
- MARCELLA CLARKE Sewing and Dressmaking
McDowell School of Design
- HELEN P. BOWLBY Director of Physical Education
*B.A., M.S., Wellesley College;
Certificate in Hygiene and Physical Education, Wellesley College*
- JUNE BRASTED Assistant in Physical Education
B.A., Willamette University
- JANET WESSEL Assistant in Physical Education
B.A., McMurray College for Women
- MARGARET MATHER FITZGERALD. Modern Dance
Martha Graham Dance Studio
- T. FREDERIK MARSMAN Riding Master
Formerly of the Cavalry School at Amersfoort, Holland
- A. ELIZABETH HAUPTFUHRER Assistant in Riding
Pine Manor Junior College; Pierce Business School, Philadelphia
- GERTRUDE GIESSLER Assistant in Riding
Bryant and Stratton Business School, Providence, Rhode Island

Heads of Houses

| | |
|--|--------------------------|
| MRS. HELEN AMES LAMEYER | <i>Aloha</i> |
| MRS. MARION B. LESHER | <i>Beebe</i> |
| MRS. JANET B. WESTON | <i>Clematis</i> |
| HELEN KASLO | <i>Fifth Avenue</i> |
| MRS. EDWINA PREBLE | <i>Jennings</i> |
| DORA FAULKNER | <i>Junior Row</i> |
| MRS. CAROL S. SCOTT | <i>Playhouse</i> |
| MRS. JESSIE F. GILDERSLEEVE | <i>Rutland</i> |
| MRS. EDNA J. WARD | <i>Sanborn</i> |
| MARCELLA CLARKE | <i>Selfe</i> |
| MRS. MARGARET WASHBURN STEIN | <i>Senior Row</i> |
| ESTHER PARSHLEY | <i>Warren</i> |
| MRS. EILEEN N. WILLIAMS | <i>White Lodge</i> |
| DORIS BARRETT | <i>White Lodge Annex</i> |
| MRS. MABELLE SEAWARD RIPLEY | <i>Willard</i> |

Dana Hall

HISTORY

IN 1881, Mr. Henry F. Durant, founder of Wellesley College, persuaded Miss Sarah Porter Eastman, of the Wellesley College faculty, and her sister, Miss Julia Eastman, to assume the leadership of a school that would prepare for college work. Mr. Charles B. Dana presented a large house for the new school and Dana Hall took its name from this generous benefactor. Katharine Lee Bates and Edith Tufts were among the teachers associated with the Misses Eastman in the early days of the school.

In 1899, Dana Hall was acquired by Miss Helen Temple Cooke, and has grown to its present size under her guidance and direction. A general course of study has been added for girls who do not wish to prepare for college. Two additional schools have been established: Tenacre, for younger girls, and Pine Manor Junior College.

LOCATION

Dana Hall is located in Wellesley, Massachusetts, only half an hour from the city of Boston. Not only is it able to offer its students all the varied opportunities of a large city, but through the generosity of Wellesley College it is permitted to share the cultural privileges offered by a New England college. Trips are made in the spring and fall to nearby places of historical interest, and frequent opportunity is given to attend the many fine concerts at Symphony Hall in Boston. The Boston Museum of Fine Arts, the Isabella Stewart Gardner Museum, and the Worcester Art Museum have all been visited in the past year.

The school campus consists of more than one hundred acres, located not far from the center of the town. The equipment includes, besides the residence houses and school building, a beautiful auditorium, an art studio, a modern, well-equipped gymnasium, tennis courts, a hockey field, and an outdoor riding ring. The school values the privilege of using the Wellesley College golf course and of skating on the college lake.

EDUCATIONAL PROGRAM

Dana Hall was founded for the purpose of educating young women to meet intelligently and happily the responsibilities which would come to them as citizens of a great democracy. The mind was to be disciplined, the spirit nurtured, and the body strengthened by the best procedures then known. A way of life was to be practiced which emphasized simplicity, cooperation, and usefulness. In the passage of time, violent changes have taken place in our democracy and in the world. The simple, democratic way of life at Dana Hall has, however, continued without interruption, preparing hundreds of girls for intelligent citizenship and effective leadership in their communities.

Therefore in the present world crisis relatively few changes are needed at Dana Hall either in the curriculum or in the social point of view. The majority of the students are continuing their preparation for college, but with a quickened sense of their potential usefulness; and hence keener interest in the choice of a vocation. Of those not interested in college, some are asking how best to prepare in as short a time as possible for occupations that will enable them to help in national defense; others are looking ahead to serious work in music or in art and are laying the ground work now.

This issue of the catalogue contains a description of two new courses — Introduction to Psychology and Problems of Democracy. There can be no "acceleration" in a secondary school program. Health must be safeguarded; future competency demands present thoroughness in acquiring fundamental knowledge and skills; and successful college work depends upon a degree of maturity that one does not find in girls under sixteen years of age. The courses of study offer everyone the elements vital to an understanding of democratic citizenship and its responsibilities. With the other independent schools of the country, Dana Hall is facing and accepting the challenge of these critical times, in placing before its students every opportunity to prepare successfully for the tasks of reconstruction that may fall to their lot later on, and to face the future with enthusiasm and courage.

HOME LIFE

In order to combine the friendly informality of a small school with the efficiency of a large one, Dana Hall girls live in groups of from ten to twenty, with a housemother and an assistant for each group. The housemother watches over the interests of the girls and helps them to make an adjustment to boarding school life. She also directs them in the more intimate matters of home life, training them in punctuality and in neat and orderly habits in their rooms and in their dress. For meals, chapel, and sports, the students unite in larger groups.

There are both single and double rooms. The houses are simply but adequately furnished, and the students are not permitted to refurnish their rooms. The school provides all bed and table linen.

STANDARDS OF LIFE

The student's attitude toward the community and her maintenance of the ideals of the school are regarded as of equal importance with academic success. The student is surrounded only by such restraints as are indispensable for good mental work. The school government is designed to establish relations of mutual courtesy and honor between teachers and students. It has been found that where self-respect and control on the part of the student are assumed, reasonable regulations seldom fail to secure a careful observance. At the beginning of the year, detailed explanation of the traditions and regulations of Dana Hall is made to all students. Co-operation on the part of the parents who place their daughters in Dana Hall is absolutely essential for the maintenance of the school standards. Dismissal takes place only when a student proves to be a detriment to the community. The school reserves the right to dismiss any student under such circumstances.

As in most colleges and independent schools during the war, all Dana Hall students share in the household duties. Girls assist in the dining room and take complete care of their own rooms. From time to time they have volunteered generously when emergencies have arisen. The actual time spent on these tasks is small, but as the cooperative work program reveals

yet another phase of community responsibility it offers recognized values to those who participate. The fine spirit shown by the students is a source of great satisfaction.

RELIGIOUS INSTRUCTION

There is a brief daily chapel service for the entire school and a weekly class in Bible. Attendance at church on Sunday is required of all resident students, the selection of the church being left to the parent. Students may attend the Wellesley College Chapel where distinguished visiting clergymen preach each Sunday.

SCHOOL ORGANIZATIONS

Student Government Association

Every student is a member of the Student Government Association. The purpose of this association is to promote the highest standards of honor and integrity in all matters of personal conduct, and to encourage active cooperation in maintaining good government. The Student Council, a representative group of girls elected by the student body, meets regularly to deal with matters concerning the welfare of the school.

Athletic Association

The Athletic Association arranges all sports, inter-class and inter-school games, organizes field days, and awards trophies and numerals for distinction in athletics. Under the auspices of the Athletic Association are the Riding Club and the Outing Club. The Riding Club activities include treasure hunts, breakfast and supper rides, and sleigh rides. Advanced riders are given the opportunity of hunting with some of the hunt clubs in the vicinity. The Outing Club plans long walks and out-of-door picnics, and sponsors the mid-winter sports week-end in New Hampshire.

Christian Service League

The Service League unites the student body in raising funds for various philanthropic works. The interests are widespread. In order that Dana

Hall girls may have a real understanding of the use of the Service League funds, "Come and See" tours are sponsored so that students may visit the institutions to which they have voted support. In this way, each girl shares in the activities and interests of the League and becomes aware of the significance of her own contributions.

Departmental Clubs.

In addition to these all-student activities, each girl is eligible to membership in two other student organizations. These include the French and Spanish Clubs, the World Affairs Club, the Dramatic Club, the Music Club, and the Writers' Club. Each has its own officers and a program designed to stimulate interest in valuable extra-curricular activities.

NON-RESIDENT STUDENTS

Non-resident students are cordially welcomed at Dana Hall. In order to be an integral part of the student life, they are expected to attend morning chapel, to have luncheon at the school, and to wear the school uniform. They are eligible for membership in all student organizations, and are urged to participate as far as possible in all phases of Dana Hall life. It is especially desired that non-resident students return to school for week-end activities. There is a faculty adviser for this group who is available for conferences at any time during the school day.

ALUMNAE REPRESENTATION IN COLLEGE

College enrollment records in 1943 show that one hundred and thirty-two recent Dana Hall graduates have entered six of the major colleges for women: forty-one are now enrolled at Smith, thirty-two at Wellesley, eighteen at Vassar, eight at Mount Holyoke, seven at Radcliffe, and six at Bryn Mawr.

One hundred sixty graduates are scattered among other colleges and universities. These include Connecticut, Hollins, Mills, Oberlin, Pembroke, Russell Sage, Sarah Lawrence, Simmons, Skidmore, Swarthmore, Sweet Briar, Wheaton, Wheelock, and the Universities of Chicago and Michigan.

Junior colleges and vocational schools have been selected by a hundred graduates interested in being trained along specific lines. Among these institutions are Bennett, Bouvé, Bradford, Briarcliff, Colby, Erskine, Finch, Katharine Gibbs, and Pine Manor.

ADMISSION OF STUDENTS

Application for Admission. Application for admission should be made to the Registrar as early in the year as possible. A blank for making formal application will be sent on request. This should be accompanied by a photograph of the applicant and the registration fee of \$10.

Entrance Requirements. Dana Hall does not require examinations for entrance. A statement from the principal of the school last attended, testifying both to the character and to the scholarship of the applicant is a requirement for admission. Classification tests are given as soon as possible after application to facilitate the planning of a program which most adequately serves the needs of each individual student.

Program of Studies

DANA HALL offers three separate courses: College Preparatory, General, and Music, a detailed analysis of which will be found later in the catalogue. Instruction in Bible, Current Events, and Choral Singing is provided for all students.

The College Preparatory Course is designed to prepare students for admission to college either by certificate or by any one of the plans formulated by the various colleges for women. Between the years 1921 and 1943, approximately fourteen hundred girls have been admitted from this course to over one hundred different colleges and universities.

The General Course has been developed for girls who are not primarily interested in preparing specifically for a four-year college, but who, nevertheless, are seeking a sound and liberal education. In the languages, emphasis is laid on reading and conversation; and in the sciences, on broad, general principles rather than on detailed analysis. The cultural subjects open for election in this course such as Music Appreciation, Studio Art, and Applied Music have given the basic training for some interesting careers. Students who plan their programs with a definite vocational objective in mind may be accepted by schools of nursing, physical education, secretarial science, home economics, and child-training.

The Music Course offers an unusual opportunity for girls who wish to make a serious study of music. Sequential courses in theoretical and applied music may be elected for diploma credit.

In addition to these there is a one-year *Sub-Collegiate Course* designed for graduates of high schools who wish additional preparation for entrance to college or professional schools. These students have their own social regulations and live together in a group under their own director.

COLLEGE PREPARATORY COURSE

Minimum requirements for the Dana Hall diploma 16 Units

(Note: A unit represents a year's study in any subject,
constituting approximately a quarter of a full year's work.)

A. Required subjects 12 Units

1. ENGLISH 4 Units
2. FOREIGN LANGUAGE 4 Units chosen from:

(Note: At least two units are required in

any one language.)

FRENCH

GERMAN

LATIN

SPANISH
3. ALGEBRA* 2 Units
4. PLANE GEOMETRY 1 Unit
5. HISTORY 1 Unit chosen from:

AMERICAN

ANCIENT

MODERN EUROPEAN

B. Electives 4 Units

(Including any subject not elected from groups A2 or A5 to
fulfill requirements.)

1. ART
2. MATHEMATICS

SOLID GEOMETRY AND TRIGONOMETRY
3. MUSIC

APPRECIATION OF MUSIC

FUNDAMENTALS OF MUSIC

HARMONY (in combination with APPLIED MUSIC)

APPLIED MUSIC
4. PROBLEMS OF DEMOCRACY
5. SCIENCE

BIOLOGY

PHYSICS
6. PSYCHOLOGY

Note: Each student's program is planned to meet the specific requirements of the college of her choice. No student will be permitted, for the sake of shortening the time of preparation for college, to carry too heavy a program.

*By special permission the second unit in ALGEBRA may be replaced by a unit of SCIENCE.

GENERAL COURSE

Minimum requirements for the Dana Hall diploma 16 Units
(*Note:* A unit represents a year's study in any subject,
constituting approximately a quarter of a full year's work.)

A. Required subjects 10 Units

1. ENGLISH 4 Units
2. FOREIGN LANGUAGE 2 Units chosen from:
(*Note:* at least two units are required in FRENCH
any one language. See note below under GERMAN
Electives.) LATIN
SPANISH
3. MATHEMATICS 2 Units
4. HISTORY 1 Unit chosen from:
AMERICAN
ANCIENT
MEDIEVAL EUROPEAN
MODERN EUROPEAN
PROBLEMS OF DEMOCRACY
5. SCIENCE 1 Unit chosen from:
BIOLOGY
GENERAL SCIENCE
PHYSICS
PSYCHOLOGY

B. Electives 6 Units

(Including any subject not elected from groups A2, A4, or A5
to fulfill requirements.)

1. ART
2. CLOTHING AND TEXTILES
3. LANGUAGE
A single unit of Latin will be credited toward the total units
required for graduation; but no credit will be given for a single
unit of a modern language.
4. MATHEMATICS
INTERMEDIATE ALGEBRA
SOLID GEOMETRY and TRIGONOMETRY
5. MUSIC
APPRECIATION OF MUSIC
FUNDAMENTALS OF MUSIC
HARMONY (in combination with APPLIED MUSIC)
APPLIED MUSIC

MUSIC COURSE

Minimum requirements for the Dana Hall diploma 16 Units

(Note: A unit represents a year's study in any subject,
constituting approximately a quarter of a full year's work.)

A. Required subjects 12 Units

1. ENGLISH 4 Units
2. FOREIGN LANGUAGE 2 Units chosen from:

(Note: At least two units are required in
any one language. See note below under
Electives.)

FRENCH
GERMAN
LATIN
SPANISH
3. MATHEMATICS 1 Unit
4. HISTORY 1 Unit chosen from:

AMERICAN
ANCIENT
MIDDLEVEAL EUROPEAN
MODERN EUROPEAN
PROBLEMS OF DEMOCRACY
5. APPLIED MUSIC in combination with

THEORETICAL MUSIC 4 Units

APPLIED MUSIC may be chosen from:

ORGAN
PIANO
VIOLIN OR VIOLONCELLO
VOICE

THEORETICAL MUSIC must include:
 - a. FUNDAMENTALS OF MUSIC AND EAR TRAINING
 - b. HARMONY I
 - c. HARMONY II OR MUSIC APPRECIATION

B. Electives 4 Units

(Including any subject not elected from groups A2, A4, and
A5c to fulfill requirements.)

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. ART 2. CLOTHING AND TEXTILES 3. LANGUAGE <div style="padding-left: 20px;">A single unit of Latin will be credited toward the total units required for gradu- ation; but no credit will be given for a single unit of a modern language.</div> | <ol style="list-style-type: none"> 4. MATHEMATICS <div style="padding-left: 20px;">INTERMEDIATE ALGEBRA PLANE GEOMETRY SOLID GEOMETRY and TRIGONOMETRY</div> 5. SCIENCE <div style="padding-left: 20px;">BIOLOGY GENERAL SCIENCE PHYSICS</div> 6. PSYCHOLOGY |
|--|---|

DESCRIPTION OF COURSES

ART

Studio courses are open to students of any grade.

The art courses are under the direction and personal supervision of Peppino Mangravite. They are composed of two organic constituents: the practice of technical means that lead to creative aims and the development of breadth and outlook in the field of human culture.

BEGINNERS' COURSE. — This course emphasizes the principles of design in the practice of the graphic and pictorial arts. The student is led to explore the creative direction and the technical processes of the ancient and modern masters. Color, line, textures, and the constructive use of tools and materials are stressed.

Four or eight appointments weekly.

MR. MANGRAVITE, MISS CHANEY

ADVANCED COURSE. — In this course the student is encouraged to manifest personal ideas on contemporary needs. The techniques of gouache, water color, oil paint, and tempera are further practiced and clarified.

Four or eight appointments weekly.

MR. MANGRAVITE, MISS CHANEY

BIBLE

OLD TESTAMENT HISTORY AND LITERATURE. — Emphasis is placed on the famous stories, the great personages, and the fundamentals of the history of the Old Testament. *Required of sophomores.*

One appointment weekly.

MRS. PREBLE

THE LIFE OF JESUS as narrated in the Gospel of Mark. Memorizing of selected passages. *Required of juniors.*

One appointment weekly.

MISS GRIMES

OLD TESTAMENT REVIEW AND THE TEACHINGS OF JESUS. *Required of seniors and sub-collegiates.*

One appointment weekly.

MRS. PREBLE

CLOTHING AND TEXTILES

CLOTHING AND TEXTILES. — As an elective in the general course credit of one unit is given. If elected by college preparatory students no credit can be given. The aim of this course is to give the student a knowledge of fabrics, and how to select them, for use in garments and for household purposes, according to suitability, durability and economy. This includes an analysis of the synthetic fabrics now being sold. An understanding of manufacturing processes is aided by the use of films. Familiarity with the history of fashion in costume emphasizes the source of inspiration for current style trends. The practical work in sewing teaches the intelligent use of commercial patterns, accurate cutting, the fundamental stitches, the use of the machine, simple fitting, and the proper finishing of garments. Emphasis is placed on the appreciation of good design, technique, and choice of suitable materials.

Textbooks: *Textiles*, Dooley; *Textile Fabrics*, Wingate; *Consumer Goods*, Reich and Siegler.

Five appointments weekly.

MRS. LAMEYER, MISS CLARKE

ENGLISH

COURSE I. — LITERATURE: First half year, study of Greek and Germanic Mythology; second half year, a background of reading which is correlated with the ancient history of this year. Composition: Weekly themes and class exercises developing the short story, the informal essay, and simple verse forms. Special attention to punctuation, sentence structure, and spelling.

Four appointments weekly.

GIVEN ONLY AT TENACRE

COURSE II. — LITERATURE: 1. A study of medieval times with comparison of their literature and social problems to the literature and social problems of today — folk ballads; *Sir Gawain and the Green Knight*; brief selections from *The Pearl* and *Piers Ploughman*; *Long Will*, Florence Converse; *Richard of Bordeaux*, Gordon Daviot; Chaucer's *Canterbury Tales*, selections in a modern version; *Poems for Modern Youth*, Gillis and Benet; 2. Introduction to Shakespeare and his times — *The Merchant of Venice*; *Kenilworth*; 3. Supplementary reading.

COMPOSITION AND SKILLS: themes, chiefly narrative and descriptive; writing of summaries; oral work; vocabulary building; drill in grammar, punctuation, spelling, and work habits. *As Others Hear You*, Ball and Wright; *Choral Speaking in the English Course*, De Banke; *My English*, Book II, Tanner & Platt; *A Spelling Review*, Lester; *Better Work Habits*, Salisbury.

Five appointments weekly

MISS BLAIR, MISS GRIMES, MISS BARRETT

COURSE III. — College preparatory and general course divisions. Literature: 1. A study of modern biography; 2. Poetry appreciation — *The Winged Horse Anthology*, Auslander and Hill; 3. A study of the eighteenth century — *Pride and Prejudice*; an eighteenth century comedy; *Henry Esmond* or *Jane Eyre*; *Berkeley Square*, Balderston; 4. *Our Town*, Wilder; 5. *The Reader's Digest*. Supplementary reading and topics.

COMPOSITION AND SKILLS: themes, chiefly descriptive and expository; précis writing; oral topics, vocabulary building; review of grammar; drill in punctuation, spelling, and work habits. *Working with Words and Ideas*, Johnson, Bessey, and Ryan; *As Others Hear You*, Ball and Wright; *A Spelling Review*, Lester; *Better Work Habits*, Salisbury.

Five appointments weekly. MISS GRIMES, MISS POST, MISS BARRETT, MISS FAULKNER

COURSE IV. — College preparatory divisions. LITERATURE: a study of the various types of literature — *Far from the Madding Crowd* or *An Introduction to Conrad*, Cushwa; *The Winged*

Horse Anthology, Auslander and Hill; contemporary drama such as *Inheritors*, Glaspell; *There Shall Be No Night*, Sherwood; *Hamlet*; *The Atlantic Monthly*. Supplementary reading and topics.

COMPOSITION AND SKILLS: themes including one source theme; précis writing; oral topics; vocabulary building; review of grammar; drill in punctuation, spelling, and work habits. *A Spelling Review*, Lester; *Better Work Habits*, Salisbury; *Thought in English Prose*, Dent.

Four appointments weekly.

MISS BLAIR, MISS GRIMES, MISS POST

COURSE IV. — General course divisions. LITERATURE: 1. A study of American literature with emphasis on a few outstanding writers. *American Literature*, Blankenship, Lyman, and Hill, *Giants in the Earth*, Rolvaag; modern American poetry; *There Shall Be No Night*, Sherwood; *The Atlantic Monthly*; supplementary reading of American novels, short stories, and biographies; 2. A study of English masterpieces such as *Far From the Madding Crowd*, Hardy; *Hamlet*; and English poetry.

COMPOSITION AND SKILLS: themes including one source theme; précis writing; oral topics; vocabulary building; review of grammar; drill in punctuation, spelling, and work habits. *A Spelling Review*, Lester; *Better Work Habits*, Salisbury; *Twelve Ways to Build a Vocabulary*, Hart.

Five appointments weekly.

MISS BARRETT

COURSE IV. — Supplementary. For students who have satisfactorily completed four years of high school English.

LITERATURE: a study of types of literature and of individual authors with emphasis on Hardy and Galsworthy or Trollope. The development of English literature is brought out in relation to the works studied and the background knowledge of the students. *Return of the Native*, Hardy; *The Forsyte Saga*, Galsworthy; *The Warden* and *Barchester Towers*, Trollope; *The College Book of Verse*, Gay; contemporary drama; a Shakespearean tragedy; *The Atlantic Monthly* — with emphasis on essays and biographies.

COMPOSITION AND SKILLS: creative writing and one source theme; précis writing; long oral reports; vocabulary building; review of grammar; drill in punctuation, spelling, and work habits. *A Spelling Review*, Lester; *Better Work Habits*, Salisbury; *Thought in English Prose*, Dent.

Four appointments weekly.

MISS BLAIR, MISS FAULKNER

REMEDIAL READING. Modern college education places a premium upon the ability to read rapidly with maximum comprehension. All Dana Hall students are given diagnostic tests of their reading efficiency. Those who would profit by remedial work in this

most important skill have the opportunity for class drill in reading speed and comprehension.

Two appointments weekly.

MRS. MEISSNER

FRENCH

French is the language of the classroom for all advanced students, and for beginners as soon as they have acquired sufficient vocabulary.

COURSE I.* — Grammar, pronunciation, conversation, reading, memorizing of poetry and songs.

Textbooks: *A Complete French Course*, Greenberg; *French Verbs*, Castarède.

Five appointments weekly.

MME. ALLEN, MISS POLLACZEK

COURSE II.* — Grammar, prose composition, pronunciation, conversation, reading, memorizing of poetry and songs.

Textbooks: *Inductive French Grammar, Part I*, Lamb; *French Verbs*, Castarède.

Five appointments weekly.

MME. ALLEN, MME. VIARGUES, MISS POLLACZEK

COURSE III.* — Grammar, prose composition, free composition, conversation, reading, resumés in French of books read, memorizing of poetry and songs.

Textbooks: *Inductive French Grammar, Part II*, Lamb; *French Verbs*, Castarède.

Five appointments weekly.

MISS HUEBENER, MME. VIARGUES

COURSE IV.* — A. *Literature of the Nineteenth Century*; the Romanticists. *Manuel de la Littérature Française*, Lanson. Lectures, reports, reading, and essays.

One appointment weekly.

B. Conversation and prose composition.

Two appointments weekly.

C. Reading of modern prose and poetry.

Two appointments weekly.

MISS HUEBENER

*Reading texts for all courses are chosen from standard nineteenth and twentieth century prose writers.

GERMAN

German is the language of the classroom for all advanced students, and for beginners as soon as they have acquired a working vocabulary.

COURSE I. — Grammar, reading, translation. Learning of poetry. Drill in forms. Sight translation.

Learning German Through Reading; *Bilderfabel*; *Der Sandläuftfalsch im Stundenglas*; *Immensee*, Storm.

Five appointments weekly. Given if elected by five or more students. MISS BLATTNER

COURSE II. — Review of grammar. Prose composition. Reading of classic and modern authors. *Review Grammar*, Manckiewicz; *Writing and Speaking German*, Pope; *Minna von Barnhelm*, Lessing; *Höher als die Kirche*; *Modern Short Stories*.

Five appointments weekly.

MISS BLATTNER

COURSE III. — Drill in forms. Composition work: Intermediate German. Learning of poetry. Conversation. Reading of classic and modern authors: *Modern Short Stories*, *Hermann und Dorothea*, *Das Lied von der Glocke*, *Die Journalisten*, *Dichter der Gegenwart*.

Practice in sight translation.

Five appointments weekly.

MISS BLATTNER

HISTORY

ANCIENT HISTORY. A college preparatory course in Oriental, Greek, and Roman History, for sophomores and juniors.

Textbooks: *Ancient World*, West; *Ancient Times*, Breasted. Supplementary reading and general library work, map exercises.

Five appointments weekly.

MRS. ROLLINS

MEDIEVAL HISTORY TO 1660. A general course for sophomores on the rise and institutions of the Feudal Period, the beginnings of the national states, the revival of art and learning, and the Protestant Revolt.

Textbooks: *The Middle Period in European History*, Robinson; *The Middle Ages, Renaissance and Reformation Times*, Mills.

Five appointments weekly.

MISS KASLO

EUROPEAN HISTORY SINCE 1660. College preparatory and general course divisions for juniors, seniors, and sub-collegiates. Special emphasis is given to the study of conditions which led to the world war and to the problems of reconstruction.

Textbook: *Our Own Age*, Beard, Robinson, Smith. Supplementary reading and map exercises.

Five appointments weekly.

MISS GOTTFRIED, MISS KASLO

UNITED STATES HISTORY. College preparatory and general course divisions, for juniors, seniors, and sub-collegiates. Special emphasis is put on national beginnings and development, western expansion, social and economic problems since 1860, and present problems.

Textbooks of college preparatory divisions: *America, Its History and People*, Faulkner and Kepner; *Practical Map Exercises*, Bishop and Robinson. Supplementary reading in the *Chronicles of America*, and other collateral material. General course divisions: *Historic Currents in Changing America*, Carman, Kimmel, and Walker.

Five appointments weekly.

MRS. ROLLINS, MISS KASLO

PROBLEMS OF DEMOCRACY. College preparatory and general course divisions for seniors and sub-collegiates. The course deals with political, economic, and social problems in the present era of machine production in the United States. It emphasizes the relations of the United States to the rest of the world and the task of preserving democracy against forces threatening it.

Textbooks: *Problems of American Democracy*, Kidger; *American Social Problems*, Patterson, Little, Busch; *Government in Action*, Keohane and McGoldrick. Supplementary reading in magazines and other current material.

Five appointments weekly.

MISS GOTTFRIED, MISS KASLO

LATIN

COURSE I. — Thorough drill on forms, including all declensions and conjugations, syntax, and vocabulary. Supplementary work in reading, vocabulary, and prose composition.

Five appointments weekly.

MISS BULSON

COURSE II. — Caesar and other prose authors, equal in amount to four books of Caesar. Practice in sight-reading and comprehension. Vocabulary and syntax drill. *Latin Composition, Part I*, Baker and Inglis.

Five appointments weekly.

MISS BULSON, MISS STEELE

COURSE III. — Cicero and other prose authors, equal in amount to seven orations of Cicero. Sight-reading. Vocabulary and comprehension drill. *Latin Composition, Part II*, Baker and Inglis.

Five appointments weekly.

MISS BULSON

COURSE IV. — Virgil, Aeneid, Books I-VI; Selections from Ovid, Horace, and Catullus. Sight-reading and comprehension passages.

Five appointments weekly.

MISS STEELE

MATHEMATICS

COURSE I. — ALGEBRA THROUGH THE STUDY OF RADICALS AND THE SOLUTION OF QUADRATIC EQUATIONS; also simple problems in numerical trigonometry of the right triangle, not involving interpolation.

Textbook: *Modern School Algebra*, Schorling, Clark, and Smith.

Five appointments weekly.

MRS. POWELL

COURSE II.

A. COLLEGE PREPARATORY SECTIONS: ALGEBRA AND PLANE GEOMETRY.

ALGEBRA — Application of the topics of first-year algebra to problems of greater technical complexity and to those which require more skilful reasoning. New topics are functions and variation, and the solution of the quadratic by completing the square and by formula.

Textbook: *Second Course in Algebra*, Engelhardt and Haerter.

GEOMETRY — Development of skill in logical proof, including constructions and exercises based on the theorems of Books I and II.

Textbook: *Plane Geometry*, Morgan, Foberg, Breckenridge (Revised).

Five appointments weekly.

MISS MOORHOUSE, MISS PARSHLEY

B. GENERAL COURSE SECTIONS: The content in geometry is limited to a core of fundamental theorems and their applications. The remainder of the course concerns itself with topics in mathematics essential to intelligent community living, such as family income, budgets and accounts, banking relations, insurance, and the organization of government as it affects taxes.

Textbooks: *Modern School Geometry*, Schorling, Clark, and Smith; *New Higher Arithmetic*, Stone Mallory.

Five appointments weekly. Not given in 1943-44.

COURSE III. — ALGEBRA AND PLANE GEOMETRY COMPLETED as required for college entrance.

ALGEBRA — Further extension of topics previously studied. New topics are theory of quadratics, arithmetic and geometric progressions, logarithms, and binomial theorem.

Textbook: *Second Course in Algebra*, Englehardt and Haerrter.

GEOMETRY — Books III, IV, and V.

Textbook: *Plane Geometry*, Morgan, Foberg, Breckenridge (Revised).

Five appointments weekly.

MISS MOORHOUSE, MISS PARSHLEY

COURSE IV. — SOLID GEOMETRY AND TRIGONOMETRY with selected topics of advanced algebra.

Textbooks: *New Solid Geometry*, Durell and Arnold; *A Short Course in Trigonometry*, Hardy; *Preview of Mathematical Analysis*, Freilich, Shanholt, and McCormack.

Five appointments weekly.

MISS MOORHOUSE

ALGEBRA II, for college preparatory students who have completed one unit each of algebra and plane geometry.

Application and extension of topics of first year algebra. Functional relationships further developed by means of the formula, graph, and problem analysis. New topics are theory of quadratics, progressions, logarithms, binomial theorem, and numerical trigonometry.

Textbook: *A Second Course in Algebra* (Revised), Stone and Mallory.

Five appointments weekly.

MISS MOORHOUSE, MISS PARSHLEY

PLANE GEOMETRY, for college preparatory and general course students.

Development of skill in logical proof, including constructions and exercises based on the theorems of Books I through V.

Textbook: *Plane Geometry*, Morgan, Foberg, Breckenridge (Revised).

Five appointments weekly.

MISS MOORHOUSE, MISS PARSHLEY

MUSIC

THE COURSES IN MUSIC are designed to give a genuine appreciation of musical literature, based upon sound principles of technique. Critical insight is developed through ear-training and analysis. Practice classes under the guidance of a teacher are frequently held.

Choral singing under the direction of Stanley Chapple is offered to all students. Mr. Chapple also gives to the entire school monthly talks on the enjoyment of music.

Details of credits granted for the study of music will be found in the analysis of courses on pages 18, 19 and 20.

PIANO. — The piano department, with a staff of experienced teachers, is under the direction of Miss Laura Henry, a former pupil of Mme. Helen Hopekirk, whose studio in Brookline has long been a distinguished center of musical instruction.

VIOLIN. — Instruction in violin is offered by Mr. Norbert Lauga, a member of the Boston Symphony Orchestra.

VOICE. — Mrs. Sibyl Webb Dougherty, the head of the voice department, is a former pupil of Miss Priscilla White of Boston. She has also studied in New York and for considerable periods of time in both France and Italy. In her work she makes a careful study of the needs of each pupil, to enable her to overcome individual weaknesses and to secure freedom and purity of tone. Literature embraces songs from Italian, German, French, Spanish, and English schools.

MUSIC APPRECIATION for college preparatory students. Examples from musical literature, representative of the so-called schools of music — Polyphonic, Classical, Romantic and Modern — are studied. Salient points, such as form or design, texture, idiom and emotional content are stressed, in the endeavor to enable the student to appreciate and listen to music more intelligently. Attention is directed not only to the progress of instrumental music, but also to the development of the opera. Frequent tests in ear-training include recognition of cadences, duple and triple meter and rhythmic patterns.

Five appointments weekly.

MISS BELCHER

FUNDAMENTALS OF MUSIC. — This course emphasizes the development of musicianship in the general student as well as in the student of voice, violin, or piano. A thorough grounding is offered in the elements of music, including pitch, interval, meter, rhythm, key signatures, and scales. Practice is given in sight-singing and dictation, both rhythmic and melodic, and in writing original melodies and counter-melodies. Preparation for the study of harmony is afforded through the study of chord construction, tendencies, and progressions. Written work is combined with analysis and keyboard

work. Emphasis is placed on elements of design and factors of expression illustrated with musical examples.

Five appointments weekly.

MISS BELCHER

HARMONY I and II. — Offered if elected by five or more students.

CREATIVE ANALYSIS. — Open to any student whose musical background and understanding have given her the basic requirements. The works analyzed are those used by the students in their pianoforte study.

One appointment weekly (not for credit).

MR. CHAPPLE

SCIENCE

BIOLOGY. — College preparatory divisions. This course forms an introduction to the principles which govern plant, animal, and human life. The structures involved in digestion, respiration, excretion, circulation, the nervous system, and reproduction are traced from their simplest expressions to their most complex, through representative plants and animals. Such general topics as heredity and evolution are studied. Applications of biology to human welfare are considered.

Laboratory study forms the basis for the course. The course meets the College Entrance Board requirements in biology.

Textbook: *Life Science*, Hunter.

Recitations, five periods weekly. Laboratory, two periods weekly.

MISS SHEPARD

BIOLOGY. — General course divisions. This course presents the fundamentals of biology in such a way as to give students the background necessary for an intelligent interest in the biological aspects of modern life.

Textbook: *Life Science*, Hunter.

Five appointments weekly.

MRS. SCOTT

PHYSICS. — A study of the five major topics in the field of physics — mechanics, heat, electricity and magnetism, sound, and light — with illustrative classroom demonstrations, and individual laboratory experiments. This course meets the College Entrance Board requirements in physics.

Textbooks: *New Elementary Physics*, Milliken, Gale, Coyle; *Workbook in Physics*, Powers and Brown; *Laboratory Exercises in Physics*, Fuller, Brownlee, and Baker.

Recitations, five periods weekly. Laboratory, two periods weekly.

MRS. SCOTT

GENERAL SCIENCE. — AN INTRODUCTION TO THE PHYSICAL SCIENCES. Designed to give general course juniors and seniors a correlated survey of the principles of the sciences — physics, astronomy, geology, and biology — and to point out in a descriptive and non-mathematical way the applications of these principles to everyday life.

Classroom demonstrations, individual observations, and use of motion pictures accompany the study of scientific theories and facts.

Textbooks: *Science in Our Lives*, Gruenberg-Unsicker; *Our Wonderful Universe*, Chant; *Earth Science*, Fletcher; *The Science News Letter*, a weekly magazine.

Recitations, demonstrations, and laboratory work, five periods weekly. Not given in 1943-1944. MRS. SCOTT

INTRODUCTION TO PSYCHOLOGY. — For general course and college preparatory seniors. The course covers both the physiological and psychological aspects of growth and includes the discussion of marriage, child care, and child recreation. Students have the opportunity for practical work with young children assisting with the play groups at Tenacre School.

Four class appointments weekly.

DR. BLODGETT, assisted by MISS SHEPARD

SPANISH

Spanish is the language of the classroom for all advanced students, and for beginners as soon as they have acquired a working vocabulary.

COURSE I. — Texts: *First Spanish Book*, by Frank R. Robert (Dent's Modern Language Series) and supplementary readers. Foundation in the elements of grammar and the building of a carefully selected vocabulary by the use of written composition; practice in conversation based on texts and pictures of Spanish life and customs; memorization of Spanish songs, poems, and proverbs; reading of simple works from Spanish literature and periodicals. Effort is directed toward awakening sincere interest in the Spanish language, literature, and culture.

Five appointments weekly.

MR. BAKER, MRS. PATEY

COURSE II. — COLLEGE PREPARATORY DIVISION: Texts: — *Essentials of Spanish Grammar*, by House and Mapes; and supplementary stories, novels and plays selected from Spanish and Spanish-American literature. Review and a more extended treatment of grammar, with continuation of oral practice and more advanced and rapid reading in Spanish literature, history, geography, and in current periodicals.

Five appointments weekly.

MR. BAKER, MRS. PATEY

GENERAL COURSE DIVISION: In this course the emphasis is on the less formal aspects of the study of the language; folksongs, folklore, rapid reading of stories and current periodicals, simple dramatic interrelation of pictures and conversation. Grammar is introduced as it becomes necessary to the use of the language. Toward the end of the year a systematic review of grammar is given.

Five appointments weekly.

MRS. PATEY

COURSE III. — A thorough review of the principles of advanced grammar and composition. Selective reading from the works of Benavente, Galdós, Ibáñez, Moratín, and Valera. Oral and written reports. Class discussion in Spanish. Reading and discussion of current periodicals.

Five appointments weekly.

MR. BAKER, MRS. PATEY

PHYSICAL EDUCATION

The aims of the department are: the stimulation of proper physical growth; the development of efficient motor skills and habits; the consequent achievement of beauty in body proportion; the shaping of attractive character and personality traits; and the gradual attainment of proficiency in a repertoire of sports and physical activity suited both to leisure time enjoyment and to the needs of good health.

Every girl who enters the school is required to present a detailed health record which includes the results of a careful physical examination. The department also requires an orthopedic examination for the posture training that is carried on throughout the year. The type of exercise in which each girl is allowed to participate is determined by the information gained from these examinations and records. No girl is excused from the work of the department.

All work is done under the immediate supervision of trained instructors in order to teach correct methods and form, and to prevent over-exertion on the part of the students.

Students are required to participate in athletics four days a week with a choice of one sport taken four times or two sports each taken twice. The department offers (1) in the autumn — archery, field hockey, riding, and tennis; (2) in the winter — badminton, basketball, gymnastic activities, modern dancing, and such outdoor sports as coasting, skating, skiing, and snowshoeing; and (3) in the spring — archery, baseball, golf, lacrosse, riding, and tennis.

The school maintains a stable of exceptionally fine horses among which there are a number of successful show horses and hunters. A limited number of students are eligible for membership in the Riding Club. The club dues are \$150 for the school year. This entitles the member to ride at least twice a week, and to join breakfast, supper, and other special rides. The riding is under the supervision of an instructor at all times and is divided into ring and road work.

There are school and class teams in many of the sports. The school teams compete each term against Pine Manor teams and against two or three outside schools, while the class teams compete throughout the year in all activities for the interclass championship.

During the year there are recitals by the dance group, and in the winter an indoor demonstration of the winter activities is held. At the close of the spring term there

is a riding meet, in which all three schools compete in horsemanship, jumping, games, and team drills.

A schedule of less strenuous activities including walks of from one to six miles is arranged for girls who cannot participate in the more active sports.

STUDENT GEOGRAPHICAL DISTRIBUTION 1943-1944

| | | | |
|-----------------------|----|---------------------|----|
| Arkansas | 3 | New Hampshire . . | 9 |
| California | 2 | New Jersey | 11 |
| Connecticut | 26 | New York | 24 |
| Florida | 3 | Ohio | 2 |
| Dist. of Columbia . | 2 | Oregon | 1 |
| Illinois | 2 | Pennsylvania . . . | 14 |
| Indiana | 4 | Rhode Island . . . | 3 |
| Iowa | 2 | South Dakota . . . | 1 |
| Kentucky | 1 | Vermont | 1 |
| Louisiana | 1 | West Virginia . . . | 2 |
| Maine | 8 | Wisconsin | 2 |
| Massachusetts | | Hawaii | 1 |
| Resident | 41 | Canada | 2 |
| Non-resident . . | 67 | China | 1 |
| Michigan | 9 | England | 1 |
| Minnesota | 3 | Newfoundland . . . | 1 |
| Mississippi | 1 | Puerto Rico | 1 |

General Information

Attendance. Parents are requested not to ask for any extension of time during the Christmas and Spring vacations. Except for reasons of health, no such extensions will be granted. Excuses for tardy returns must be signed by a physician.

Parents and friends are asked to confine their visits to the school week-end. No absences from school are permitted during school hours.

Permissions. Parents are asked to send to the school a list of relatives and friends whom their daughters may visit, and whom they may receive as callers within the limits of the school regulations.

Health. The Dana Hall Schools maintain a resident staff of seven registered nurses, dispensaries in each school to minister to minor ailments, and a separate, well equipped infirmary for illness. Moreover, all the medical resources of a large city are close at hand, and the school physician consults Boston specialists whenever necessary.

Regular physical exercise is required of all pupils. A physical examination is given each pupil as she enters the school, and her sports and gymnasium work are chosen in accordance with her needs. Detailed description of this work will be found on page 31 of this catalogue. In cases needing individual attention the Director of the Department of Physical Education works with the consulting Boston specialists.

Dress. A school uniform is worn by all members of Dana Hall except those who are enrolled in the Sub-Collegiate Group. This outfit is ordered from the school on blanks provided for that purpose after formal registration is completed. For dinner at night, and for other occasions not requiring the school uniform, simple and inexpensive dresses should be provided. Valuable jewelry should not be brought to school. A full statement of the dress regulations will be sent to all parents.

Telephone. Students are not permitted to go to the telephone during school or study hours.

Expenses

*Checks should be made payable to Dana Hall School,
and sent to the Treasurer, Mr. George R. Guernsey.*

REQUIRED EXPENSES

| | |
|---|------|
| Registration fee — to accompany all applications | \$10 |
| (To cover expenses of classification tests and registration; not applicable to tuition) | |
| Board and tuition | 1400 |
| (\$700 due at entrance, September 15, 1944, and \$700 on 1st of January) | |
| Tuition for Non-Resident Students, including luncheons | 450 |
| (\$225 due at entrance and \$225 on 1st of January) | |
| Bardwell Auditorium Entertainment Course | 10 |
| School and Gymnasium uniforms | 50 |
| (Price subject to change) | |
| Personal deposit, per term | 50 |
| (Unexpended balance is refunded at end of year. See note on page 35.) | |
| Personal allowance, per month | 10 |
| Laundry at usual laundry rates. | |

OPTIONAL EXPENSES

| | |
|--|-----|
| Piano lessons, two per week, including use of piano | 250 |
| Piano lessons, two per week, without use of piano | 200 |
| Voice lessons, two per week with use of piano | 250 |
| Violin lessons, two per week | 200 |
| Riding | 150 |
| Vacation board, per week | 21 |
| Infirmiry charge for students requiring only the services of a regular floor-nurse, per day | 3 |

Note: Cases requiring extra nursing care will be charged according to individual needs. Since private nurses will not always be available during the present emergency, it will be necessary to transfer contagious cases to a nearby contagious hospital, unless patient can be sent home in a private car upon approval of school physician.

A residence of at least two years is desirable. It is understood that both resident and non-resident students are entered for the entire year. If it becomes necessary for a student to withdraw before the end of the year because of accident or permanent ill health, the school will remit one half of the amount due for the remainder of the year. If a student withdraws for any reason other than ill health, or if it becomes necessary for the school to request withdrawal because of behavior detrimental to the best interests of the school, the full amount of the board and tuition for the entire school year is to be paid. Parents are offered the opportunity of participation in the Tuition Refund Insurance Plan. Details of this plan are sent with school bills.

PERSONAL SPENDING MONEY

The personal deposit of fifty dollars per term is used only for expenses authorized by the school, such as the theatre, concerts, dues for school organizations, etc. Any unexpended balance is returned at the end of the year and an itemized statement of this account will be sent home at the end of each term.

Parents are requested to send the ten-dollar monthly allowance to the school. Each student is expected to keep careful account of her own expenditures in check books provided by the school bank.

It is a policy of the school that no expenses of any sort be incurred without the knowledge and authorization of parents. No charges other than those listed are permitted except on the written request of the parents. Of the charges listed, music lessons and riding are arranged only on a written authorization from the parents. An effort is made to keep incidental costs at the lowest possible amount.

TUTORING

Students who have missed consecutive academic class appointments for one week or more, or who have elected continuation subjects for which their past preparation has been incomplete, may be advised to tutor for a limited period. The written consent of their parents is required. This individual instruction is conducted by professional tutors approved by the school, at the rate of \$2 an hour.

THE CUM LAUDE SOCIETY

Since the establishment of a chapter of The Cum Laude Society at Dana Hall in 1940, twenty-two seniors, outstanding in their scholarship and in their citizenship, have been elected as members: Mary Louise Bonbright, Joan Rothwell, Helene Leshner, Grace Li-en Lew, Katharine Wilson, Joan Wilson, Elizabeth Wortley enrolled at Smith; Marion Estabrook, Elizabeth Davis, Norma Jean Edgehill, Margaret McLean at Bryn Mawr; Carolyn Moore at Wellesley; Blythe Morley, Ruthevelyn Pim, Patricia Cody at Vassar; Helen Bacon and Margaret Ford at Radcliffe; Janet Giese at Connecticut; Ruth Wall at Cornell; Betty Lou Davis at the University of California; Roberta Kohlberg at Massachusetts Institute of Technology; and Katherine Wood at Swarthmore. Ann Henry of the Class of 1944 was elected to the Society in her junior year.

SCHOLARSHIPS AT DANA HALL

Twelve Regional Merit Scholarships of \$500 each are awarded to girls of outstanding character and scholarship by local alumnae committees in sections throughout the United States. The regions from which candidates are to be selected are the New England States; the Middle Atlantic States; the Central States; the Southern States; the Far Western States. Information regarding the scholarships in or near any of the following cities may be had from the local committee chairman already appointed.

MRS. JOHN D. WEST
74 Wedgemere Avenue
Winchester, Massachusetts

MRS. RICHARD W. BARRETT
1311 Hayward Ct., Hyde Park
Cincinnati, Ohio

MRS. E. WARREN HART
2833 East Lake of the Isles Boulevard
Minneapolis, Minnesota

MRS. CUTHBERT POWELL
2261 Albion Street
Denver, Colorado

MRS. RICHARD HARTSHORNE
168 Park Street,
EAST ORANGE, N. J.

MRS. CHARLES ARTHUR WEAVER
5714 Sheridan Road
Chicago, Illinois

MISS REBECCA PATTON
301 Brahan Boulevard
San Antonio, Texas

MRS. CARLETON SCRIBNER
195 South Hudson Avenue
Pasadena, California

Candidates from cities other than those mentioned above may communicate directly with the Registrar at Dana Hall.

There are also available a few scholarships of smaller amounts for which application must be made to the principal of the school.

Program of Events

1943-1944

Square Dances in the Gymnasium

Old Girls' Party to New Girls

Vespers: Dr. Herbert J. Gezork of
Wellesley College

New Girls' Party to Old Girls

Vespers: Christian Service League

Movie: *The Human Comedy*

*Violin Recital: Albert Spalding

Series of lectures on Classical Music by
Stanley Chapple

Vespers: Miss Seal Thompson

Movie: *Sergeant York*

Series of Current Events Lectures by
Miss Augusta Gottfried

Movie: *The More the Merrier*

Athletic Association Hallowe'en Party

Vespers: Reverend William Brewster of
St. Mark's School

Non-Resident Students' Party for Resi-
dent Students

Lecture on Peter Breughel by Peppino
Mangravite

Lecture: Senora de Palencia

Informal Dance

Movie: *My Friend Flicka*

*Bardwell Concert Course

Vespers: Dr. Howard Thurman of
Howard University

*Concert: The Trapp Family Singers

Christmas Vespers: Reverend Vivian
Pomeroy of Milton, Massachusetts

Christmas Revels

Senior-Sophomore Dinner

Movie: *Casablanca*

Senior Party

*Piano Recital: Boris Goldovsky

Lecture on Modern Art by Peppino Man-
gravite

Junior Party for School

Andover — Dana Hall Joint Glee Club
Concert at Andover

*Lecture: Ray Brock, *From Belgrade to
Baghdad*

Movie: *Air Force*

Senior Spread

Exeter — Dana Hall Joint Glee Club
Concert at Dana Hall

*Dance Recital: Mia Slavenska and En-
semble

Senior Prom

Horse Show

Tree Night

Gilbert and Sullivan Operetta

Commencement

Tenacre

THE JUNIOR SCHOOL

AT Tenacre, a beautiful estate about ten minutes' walk from Dana Hall, is located the Junior School. Here an ideal home life is maintained for sixty young girls from eight to fifteen years of age. The work of this school covers the subjects taught in the fifth, sixth, seventh, and eighth grades and the freshman class of high school. A thorough foundation is laid in the following subjects: reading, writing, spelling, English grammar and composition, arithmetic, geography, French, Latin, algebra, ancient history, and science. Art, music, dramatics, and dancing are also taught.

THE FRENCH HOUSE

The French House of Tenacre was added to the school in 1924 to meet the demands of parents who wish their children to acquire a practical knowledge of the French language in addition to the training of the class room. It combines the standards of an American home and the loving and scientific care which young people need, with the advantages which are ordinarily found only in a French school. This home is especially adapted to the life of the younger girls, and each pupil is the object of individual care and training.

THE PRIMARY SCHOOL

The Primary School of Tenacre, for non-resident pupils, offers pre-primary and primary work through the first four grades. It accepts children as young as three and a half years old. Boys may be entered in any grade of the Primary School. Here the pupils are taught reading, story telling — oral and written — spelling, arithmetic, geography and history, stories, French, handicraft, music, expression, supervised games, dancing. Boys' woodwork is in charge of a manual training teacher, and their afternoon play is supervised by trained assistants. This group is separated from the upper school of Tenacre and is suitably established in large and delightful surroundings of its own.

Tenacre publishes a separate catalogue.

Pine Manor Junior College

PINE MANOR JUNIOR COLLEGE, accredited by the New England Association of Colleges and Secondary Schools and a member of the American Association of Junior Colleges, offers to preparatory school and high school graduates the opportunity of individualized college education, both intellectual and social. Its curriculum is divided into three main working plans of study — the Academic Course, the Homemaking Course, and the Music Course. Each student's course is worked out in accordance with her special interests and objectives, either as a well-rounded cultural junior college unit or as a two-year preparation for transfer with advanced standing to the senior institution of her choice. Departments of music, art, and dramatic expression enrich the curriculum. The French Center and the Music Center offer special advantages to students in residence in these centers.

The student body is limited to two hundred sixty young women, who are organized into twenty-four small house groups and into six large dining room or social centers. This residential plan, as well as the influential body of faculty in residence and the strong student organizations, contributes definitely to the quality of life and accomplishment for which the college stands. The social privileges of the students are carefully planned by the Administration and the College Government Association to meet the needs of students in their first two years of college life. The Pine Manor campus is adjacent to that of Dana Hall, but the student life of the two groups is entirely separate.

Pine Manor publishes its own catalogue. Grove House, at 90 Grove Street, is the official residence of the college, where guests are always welcomed.

